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MANUAL FOR SELF-STUDY BY A COUNSELOR EDUCATION STAFF: BASED ON THE 1967 EDITION OF STANDARDS FOR THE PREPARATION OF SECONDARY SCHOOL COUNSELORS.

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This manual assists counselor education staff members to plan and conduct program self-studies. The self-study approach involves members of the counselor education staff collecting and studying materials related to their respective programs. In this procedure, the staff members use the "Standards" to define the areas for review, to outline the approaches, and to collect and assess materials and data as they plan and conduct the self-study. Arrangements can be made for a team of visitors to review the self-study frequently and to provide recommendations. The final steps in the program are the study and review of the visiting committee report, and continuing examination and review of the program. (CG)

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

# MANUAL

## for Self-Study by a Counselor Education Staff

Based on the 1967 Edition of

## STANDARDS FOR THE PREPARATION OF SECONDARY SCHOOL COUNSELORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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## PREFACE

This manual has been prepared to assist counselor education staff members to plan and conduct program self-studies using the 1967 edition of the Standards for the Preparation of Secondary School Counselors. There are three main reasons supporting the focus on the preparation of secondary school counselors: (1) Counselors have been established in secondary schools for a reasonably long period of time: (2) the initial impact of the National Defense Education Act of 1958 was upon the secondary schools; and (3) the pioneer effort to develop standards for counselor education has been at this level.

It is encouraging to report that important efforts are going forward under the sponsorship of the Association for Counselor Education and Supervision to develop standards for the preparation of counseling personnel at the elementary school level as well as for higher education. Not only will these standards provide for the particular and unique needs of their respective level, but it is likely they also will reflect strong influences from the present standards for secondary school counselors.

Counselor educators who have conducted program self-studies point out quite clearly that it is not possible to study one aspect of a program without looking at all portions. It is to be anticipated, then, that in those institutions offering broad counselor education programs, the self-study staff will examine not only the aspects related to secondary school counselors but also those directed toward the elementary school and higher education.

Although this manual treats specifically the secondary school, the general principles and procedures have broader applications. Thus,

as other sets of counselor education standards become available, it may be possible to include them quite naturally in the self-study.

# I

## BACKGROUND AND PURPOSE OF THE STANDARDS

With the impetus given to school counseling by the National Defense Education Act of 1958, need was heightened for professional standards to serve as guidelines for the development and expansion of counselor education programs. Responding to its responsibilities for professional leadership, the Association for Counselor Education and Supervision (ACES), which is Division II of the American Personnel and Guidance Association, embarked on a five-year project, on local, regional, and national committees. Important assistance was received from individuals and groups in related professional areas, particularly the American School Counselors Association. From these efforts the Standards for the Preparation of Secondary School Counselors, embodying the contributions and pooled judgments of counselors, counselor educators, and counselor supervisors throughout the nation, was developed.

ACES adopted the Standards in 1964 for a three-year experimental period to provide for a "shake-down cruise"in which actual use of the Standards was encouraged and revisions and refinements were made. Official adoption of the Standards for professional use in counselor education was achieved in 1967.

To quote from the 1964 presentation: "The purpose of these Standards is to stimulate self-evaluation and program improvement on the part of institutions of higher learning which have assumed a responsibility for the preparation of secondary school counselors. These Standards are designed primarily as a basis for review of program characteristics and organization. Each institution will need to exercise initiative in supplementing the Standards with additional qualitative aspects of program review and analysis."

The Standards contribute significantly to furthering counseling as a profession. Counseling matures professionally as it upholds the criteria of a profession, paramount of which is the requirement of high educational standards for members. As the Standards are applied in secondary school counselor education programs in institutions of higher education throughout the nation, the quality, uniformity, and effectiveness of these programs are raised, with corresponding improvement in the preparation of counselors and in the status of the profession.

The primary impact of the Standards is upon program development and expansion within the specific institutions, both those inaugurating and those already conducting secondary school counselor education programs.

For the beginning institutions, the Standards provide guidelines for stating the philosophy and objectives; for curricular development; for selection, retention, endorsement, and placement of candidates; for staffing; for administrative relationships; and for the needed institutional resources and support for the initial development of the counselor education program.

For the institution already offering a program, the Standards serve as a yardstick against which the completeness of the program can be compared, providing incentive and direction for program improvement and/or expansion.

The use of the Standards in activities related to the accrediting of counselor education programs is being studied by the American Personnel and Guidance Association. If the Standards can be included in accrediting procedures, they will play a significant role in appraising counselor education programs in institutions seeking accreditation. Important problems related to the use of the Standards in accreditation remain to be solved, yet such procedures can equip accrediting teams with a set of guidelines which has been proposed and accepted by the professionals in counselor education.

## II

## SEQUENTIAL STEPS IN A SELF-STUDY

Although there is general agreement as to the important benefits to be gained from the Standards, questions are encountered as how to proceed with their application. Among the many approaches which can be recommended is that of the self-study in which the actual members of the counselor education staff collect and study materials related to their respective program. In this procedure, the staff members use the Standards to define the areas for review, to outline the approaches, and to collect and assess materials and data as they plan and conduct the self-study. Frequently, arrangements are made for a team of visitors to review the self-study and to provide recommendations. The self-study is valuable in that it involves actively those who are closest and most vitally interested in the program, it adds enthusiasm and vitality, and it provides perspective.

An institution which wishes to use the Standards in self-study of its secondary school counselor education program should consider the following sequential steps:

1. Preparing and organizing the counselor education staff for self-study.

2. Developing the materials required for self-study.

3. Assessing and rating the local program by members of the local staff.

4. Providing for the visiting team.

5. Studying and reviewing the visiting committee report.

6. Continuing to examine and review the program.

Each of these steps is discussed in the following sections of this manual.

## III

## PREPARING AND ORGANIZING THE COUNSELOR EDUCATION STAFF FOR SELF-STUDY

Self-study involves a commitment of time, energy, money and ego. Not only is it important to develop motivation and enthusiasm in the counselor education staff for self-study, it is also essential to provide the necessary time and money. For this reason a commitment on the part of the staff to do the self-study and a commitment on the part of the administration to heed the findings of the self-study as well as underwrite its expense are prerequisite.

Most counselor educators have had the opportunity to be involved in the actual development of the Standards. Every ACES member has been mailed copies of the Standards during the three-year experimental-use period, and he has had the opportunity to study them and suggest changes. Therefore, the Standards, their purpose and content, should be known by most counselor educators. However, one of the first steps involved in the preparation of the staff, after a commitment to the self-study has been made, is securing, distributing, and studying copies of the Standards.

Because of the need for each member of the counselor education staff to involve himself in the steps that follow and the need for the administrative staff to be concerned about the findings of the self-study, it is vitally important that both groups be thoroughly prepared and organized for the task. It is crucial that all participants in the self-study understand the nature of the undertaking and the great value it offers not only to the institution but to them as members of the profession. Further, organization means the assignment of responsibility and the definition of areas of activity. These emerge quite naturally in the following discussion.

## IV

## DEVELOPING THE MATERIALS REQUIRED FOR SELF-STUDY

### Helpful Resources

Suggestions for securing and organizing the data for self-study can be gained by studying the following three documents which are included in the appendices of this manual.

APPENDIX A. GUIDE TO SOURCES OF INFORMATION IN THE APPLICATION OF THE STANDARDS. Prepared by George E. Hill, Ohio University, the GUIDE assists in identifying and organizing the sources of information and relating them to sections of the Standards.

APPENDIX B. COUNSELOR PREPARATION OPINIONNAIRE. This instrument, developed by James W. Grubb, Ohio University, facilitates the securing and analyzing of necessary information from enrollees in counselor education programs.

APPENDIX C. SELF-STUDY RATING FORM. This form, prepared by Phelon J. Malouf, University of Utah, enables the self-study staff to combine many kinds of information in assessing the various dimensions of the counselor education program.

## Dimensions of Material Development

As it develops the materials for the self-study, the counselor education staff is confronted with two basic dimensions: (1) the areas of needed information and (2) the sources of available information.

Inasmuch as the areas of information which are required for the self-study emerge directly from the Standards, careful study of its respective sections should be made. Appendix C embodies the Standards, therefore the self-study staff should consult it frequently to become familiar with the areas to cover.

The self-study staff should review Appendix A thoroughly as it organizes activities to secure the wide range of important data needed, for the sources of information are delineated in Hill's GUIDE.

## Securing and Arranging the Materials

Careful planning is required as the materials are secured and arranged, for there is a basic dilemma which can confuse this aspect of the self-study. It would seem expedient to organize in conformity with the areas of information outlined in the Standards, yet given areas may require data from several sources. Conversely, a given source of information may contribute to more than one of the sections of the Standards. There can be extensive overlap, duplication, and confusion if the sources of information are treated haphazardly. The dilemma becomes, then, whether the study should be organized according to the areas or the sources.

To resolve this problem it is recommended that the materials be collected and filed according to sources rather than areas. This would mean that staff members would be assigned to collect information from specific sources. Further, the file of collected materials would have headings and sub-headings corresponding to the outline of sources of information.

In order that each staff member may have access to all data, procedures should be developed for preparing written summaries of interviews and other data-collecting activities. These can be placed in the appropriate sections of the file of materials and can be consulted as needed.

The self-study participants should have a private, centrally-located room reserved for their use, thus permitting the accumulation and filing of materials and their use by individuals and groups in the study. This room can be the headquarters of the visiting team, if one is planned. A maximum of convenience and use can be achieved if this room is located near the administrative center of the counselor education program. In addition to other advantages, this would facilitate the securing of needed secretarial assistance. If the assigned room is not large enough for conferences and meetings, adequate space for such gatherings should be arranged nearby (adjoining if possible).

## V

## ASSESSING AND RATING THE PROGRAM BY MEMBERS OF THE LOCAL STAFF

### Purposes for Rating

Although many benefits can be derived from the activities involved in securing and arranging the self-study materials, the main values accrue as these materials are brought into focus by the review and assessment of the self-study participants.

Such assessments provide a clearer picture of the respective counselor education program, enabling those who are most vitally concerned to determine strengths as well as the areas in need of improvement. In the event the self-study involves a visiting team, the preliminary ratings serve as the focal point for study and review by the visitors.

### Procedure for Rating

It is recommended that in this stage of the self-study, the areas set forth in the divisions and subdivisions of the Standards be followed. Participants can review the materials available relative to each part of their program, and they can then make an assessment as to their level of satisfaction regarding it. As indicated above, the SELF-STUDY RATING FORM, presented in Appendix C, should be used.

Despite the fact that there can be many advantages in having the entire self-study staff review the complete program as the ratings are made, it may be advisable in the interests of time to divide into small committees, each with the assignment to rate a given section. Integration and perspective can then be provided for in a combined, summary review.

# VI

# PROVIDING FOR THE VISITING COMMITTEE

## Purpose

The self-evaluation process through which the staff in counselor education and their colleagues have gone may well be followed by inviting a team of visitors to come to the institution to examine the program. The intent of such a visit is, of course, to obtain an assessment of the program from professionals who may be able to take a somewhat more detached and objective view. This is a process which has been employed in program evaluation in many different contexts. Elementary and secondary school evaluations have employed the self-study-visiting team process with notable success. The accrediting agencies which examine college and university programs employ this process almost without exception.

## Financing the Visiting Committee

That the institution should bear the travel and living expenses of the members of the visiting committee is generally agreed. Such costs can run high or can be rather modest depending upon the distances from which the visitors come. Usually the administrative officials of colleges and universities are able and willing to find monies to cover such expenses.

The provision of an honorarium to a member of a visiting committee is of questionable merit. Assuming that professional men and women view the improvement of programs for preparation as a desirable effort, it seems reasonable to assume that they will be willing to take part in these visits as a professional responsibility having rewards which do not require monetary compensation. Also to pay the visiting committee for their services could raise questions of their complete objectivity in viewing the institution's program of counselor education.

The practice of institutions which have, to date, used visiting committees is in accord with the suggestions made in the foregoing two paragraphs.

## Selection of Members of Visiting Committees

The national committee for Standards for the Preparation of Secondary School Counselors has consistently urged that visiting committees be representative of the various divisions of our profession. Thus teams have included counselor educators, state department of education guidance officials, U.S. Office of Education guidance officials, school counselors, and guidance and pupil personnel directors from school systems. It is usually regarded as desirable that members of the visiting committee include professional people from areas other than the immediate geographical region served by the institution. However, it has not been at all uncommon for the team to include persons from the state within which the institution is located. Again, the expense entailed has, without doubt,

been considered in determining the geographical spread of the visiting team.

The number of persons on the committee certainly should not be fewer than three. To insure widely representative visiting committees it would seem desirable to include as many as five persons in the selection. The timing of the visit, when busy people are invited to participate, can become quite difficult. Experience has shown that the first steps in inviting a committee are best taken by telephoning to invite them and offering alternative dates for the visit. Thus, the local chairman can quite quickly verify availability and the time of the visit. Otherwise much valuable time can be lost simply trying to achieve that difficult task of "getting a committee together!"

It is very important that the institution's counselor education staff discuss in advance the kinds of persons they would like to include on the committee and the particular individuals they would wish to invite. Experience has shown that staff members commonly have definite ideas on these matters and the chairman is well advised to thrash this out in advance.

Careful consideration should be given to including at least one person on the visiting team who is not directly involved in school counseling or in the education and supervision of school counselors. This might well be a professor in a related discipline, a leader in preparation of pupil personnel workers other than counselors, or a general school administrator.

## Preparation of Materials Sent in Advance to Members of the Visiting Committee

Much time and energy can be saved for the visit if the committee has been adequately informed in advance regarding the major features of the institution's program. Generally it has been found best to submit to the visiting committee members a document which covers the following information.

1. Philosophy and Objectives. This statement may well be the complete formulation of the staff's philosophy and objectives for counselor education.

2. Curriculum: Program of Studies and Supervised Experiences. It will not be possible to send the committee complete information regarding these matters in advance of the visit. Thus, this section of the report will need to be a condensation, probably kept within about ten typed pages.

3. Selection, Retention, Endorsement and Placement. This would include the outline of criteria employed for pre-preparation selection and a brief description of selective retention and endorsement procedures.

4. Support for the Counselor Education Program -- Organization, Staff, Facilities, Financial Support. These matters can be outlined in brief form.

The reader will recognize that these are the four section headings of the Standards. The purpose of the pre-visit document is to give the committee member a good bird's-eye view of the program. Details of documents, exhibits, observational materials and the like will then take on more meaning for the visitor when he comes to the campus.

This pre-visit document should reach the committee members no later than a week prior to the visit.

## Timing of the Visit

The visiting committee should come only after the local staff has completed a thorough study and assessment of its program. Since plans for the visit will have to be made well in advance of the actual time of visitation, it is desirable to assume that the local self-study will require at least two or three months longer than the staff anticipates.

The length of the visit of the committee is very important to consider. Institutions which have had two-day visits are unanimous in stating that this is too short a period. Visitors often arrive the morning of the first day and plan to leave by late afternoon of the second. Thus, there remains really one and one-half days for the complicated processes of talking to staff and administrators, observing facilities in use, talking with student groups, examining documentary materials and the like. It is most important that ample time is provided near the end of the visit for a whole-staff conference with the visiting committee.

Thus, it is recommended that at least three full days be provided for the visit. It is good to arrange this so the committee can arrive, for example, on Sunday, get settled, be greeted, and begin their examination of documentary and other evidence in good time on Monday.

## Working Space

It is very desirable to concentrate the documentary and file materials, and a working space for the visitors, in one convenient place. Perhaps a classroom, or a lounge, or a group-guidance facility can be temporarily transformed into an exhibit and work room. It is most helpful if this can be adjacent to, or easily accessible to, a conference room or set of rooms to be used in talking with students and staff. It is desirable to have at least a half-time secretary set aside for the visiting committee. Actually, demands on secretarial time will increase as the period of the visit moves along and flexibility in available secretarial help, dictating machines, and other aids is desirable.

As discussed in Section IV above, all the material the staff believes throws light on their counselor education program should be plainly labeled

and easily available in the work and exhibit rooms. Files of personnel folders on current and past students, files of course syllabi, catalogs, descriptive materials on practicum facilities and procedures, diagrams of organization, program guides, samples of publications and research reports, detailed information from follow-up studies of former students -- these and any other appropriate materials should be grouped and labeled so that the visitors can easily be oriented to them and use them freely.

## Meetings

Visiting committees have found that ample time to talk with staff and administrators and with current and past students is very essential if the visit is to be fruitful. The visiting team, or at least its chairman, will need to have a conference with the Dean of the College, or equivalent administrator, within which the counselor education program is included. This will require care in timing the visit to be sure the dean will be on campus. Since the future of the program depends on the understanding and support of the president of the institution and other appropriate high-ranking administrative officials, it is desirable that the visiting committee meet with some of these persons.

## The Report of the Visiting Committee

It is highly desirable for the visiting committee to have an extended conference with the counselor education staff not long before the close of its visit. At that time the gist of the committee's reactions may be transmitted to the staff. If time has permitted the visiting team to write at least a digest of its report, this may well be reviewed and opportunity provided for correction of mis-information, discussion of the meaning of recommendations, and exchange of views regarding the program.

The final report of the visiting committee should be in written form before they leave the campus, or at least in rough draft, so that each member of the committee will be clear as to what aspect of the report he is to complete and send to the chairman of the committee after the visit. The local staff will expect a written report representing the findings of the visitors and their recommendations for modification or improvement of elements of the program. If the writing of this is left entirely to the post-visitation period, the committee's chairman is almost bound to have difficulty collating the various reactions of his committee into a coherent and consistent report.

## Finally

The visiting committee can make a significant contribution to the assessment of a counselor education program if --

1. They approach their visit with a clear idea as to their function. Their function is to examine the counselor education program as represented to them by its staff, assess the accuracy of this

report, and leave the staff with help and constructive suggestions regarding how they can develop a better program.

2. They are provided a factual, succinct report on the program in advance of their visit.

3. Their visit is of sufficient length to allow a careful examination of the program. (No less than three full days on campus seems to achieve this.)

4. The committee is composed of at least three, and preferably five, representatives of the profession -- professors, supervisors, counselors.

5. They are provided the fullest possible information, organized in a logical fashion, easily accessible. Among their most important experiences on the campus will be those involving individual and group conferences with staff, administrators and students.

6. They have time to review their impressions with the staff, on-campus, and to prepare a carefully written report of findings and recommendations.

## VII

## STUDYING AND REVIEWING THE VISITING COMMITTEE REPORT

Using the Standards for program self-study by the staff and review by a visiting committee is viewed as a means of improving the program rather than as a means of accreditation per se. For this purpose, the activities of the staff following the visit of the committee may well be the most important result. At every step in the procedure the staff should consciously prepare for improvement and continuing evaluation.

1. In the preparation of the report of the self-study, informal records of discussions should include notations of needed improvements and ideas for accomplishing them. Valuable thinking of staff members may be lost in the effort to prepare a report. A staff member should be designated to keep such notes as part of the plan for self-study.

2. In the considerations by staff and the visiting committee, informal records should be kept of ideas for improvement, beyond those included in the formal report. A staff member may be designated to keep these records. A member of the visiting committee might be asked to be alert to such items and to summarize them for the staff.

3. The plan with the visiting committee may include a revisitation by the committee or by one member of the committee after an appropriate interval of time to consider with the staff changes

made in the program. It may prove valuable to continue a consultant relationship with a member of the committee or with another appropriate consultant.

The report of the visiting committee is an important supplement to the continuing consideration of the program by the staff.

1. The report should be examined for specific recommendations, but also for the implications of the comments.

2. Each recommendation must be considered in the light of the institutional setting and the possibilities for change within the context as seen by the staff of the program. Recommendations should be appraised in the light of program objectives and the general purposes and population served by the institution, and assimilated into the on-going appraisal of the staff itself.

3. The staff should list possible changes in the program in order of priority on two bases: (a) importance in meeting the provisions and intent of the Standards; and (b) feasibility for immediate implementation. For example, inadequacies in syllabi might be corrected rather quickly by members of the staff. On the other hand, space and budget limitations may be more important in meeting the Standards, but take more time in the administrative complexities of the institution.

4. Those changes which are important but complex should be initiated by official action, and followed through as the structure of the situation allows. First steps might include a clear statement to the institutional authorities, with documentation of inadequacies and a plan for improvement within the possibilities.

5. Those changes which are more immediately feasible requiring study and action on the part of the staff should become the focus of staff meetings, planning and action until they are accomplished. They will merge with the continual examination of the program.

A program could conceivably include inadequacies so great that the staff sees no possibility of meeting the Standards in the foreseeable future. In such an event, the staff should seriously consider their professional responsibility for making a recommendation to the institution about the program. It is possible that the recommendation would ask for a formal cooperative arrangement with another institution whereby the present program could be supplemented, as is suggested in the Standards for programs providing only one year's work. In some few cases, the staff may recommend that the program be dropped from the curriculum until such time as needed improvements have been made.

## VIII

## CONTINUING TO EXAMINE AND REVIEW THE PROGRAM

The Standards require continuous evaluation of the program, including the extent to which the philosophy is transmitted to students and the objectives accomplished; the flexibility required to suit the varying levels of students accepted in the program; the quality of learning; the effectiveness of procedures for selection, retention, endorsement, and placement; inclusion in the evaluation process of personnel in cooperating schools and agencies; students, former students, and employers.

This continuous evaluation can be accomplished only through a planned procedure, which insures that responsibility is assigned to designated staff members, and that the procedures, purposes, and timing are understood by all individuals involved. Three types of evaluation should be included for completeness:

1. Comparison of the provisions for the program with some standards agreed upon by competent authority required for the quality of result expected. The Standards serve this purpose.

2. Opinions of the quality of results from qualified persons in positions to make such appraisals. This purpose is served by questions posed to staff, students, graduates, employers and colleagues of graduates, and secondary school students served by graduates of the counselor education program.

3. Neither of these previous means of evaluation gives factual evidence of the quality of the program. The quality of the program is truly indicated only by the behavior of the counselees served by the counselors who graduated from the program. However difficult it may be to plan and carry out such evaluation along these lines, the staff should plan long-range study of the lives of the secondary school students served. This requires the involvement of graduates who will themselves collect data and report findings to the staff.

# APPENDIX A

# GUIDE TO SOURCES OF INFORMATION IN THE APPLICATION OF THE STANDARDS

Prepared by George E. Hill, Ohio University

This GUIDE lists sources of information available to the counselor education staff of a college or university. After each source, are given the item number and/or letter of those items in the STANDARDS for which information can be gathered from the source indicated.

1. EXHIBITS Items published or duplicated that describe the program.

   a. All duplicated and printed literature regarding the program -- catalogues, leaflets, mimeographed guides to program planning and the like.
   I,1,2; II,A,1,3; II,A,4,c; II,A,5,a; II,A,6,a; II,B,1; II,C,1,a; II,C,2,a,b,c; III,1,a,b; IV,1,a; IV,2,f; IV,3,4 (bare descriptive material); IV,5,a,(4).

   b. Course syllabi or guides for all courses.
   I,5,b; II,A,2,a; II,A,3,a; II,A,6,b; II,B(all); II,C,2,a(all); II,C,2,b,(1).

   c. Staff publications and research reports.
   I,4,c; I,5,d; II,A,2,d; II,A,4,d; III,6,a,b; IV,2,a,c; IV,4,f,(5).

   d. Descriptions, including floor plans, of all facilities, on-campus and off-campus.
   II,C,4; IV,4,a,b,d,e,f.

   e. Bibliographies, inventories of tests, inventories of informational materials.
   II,A,2,b; IV,1,c,(2); IV,4,b,(8); IV,4,c,(1),(2); IV,4,e,(1).

2. STAFF INFORMATION

   To obtain these various informations will require: interviews with the staff, checking with personnel folders in their dean's office, examination of schedules.

   This includes all persons who teach or supervise, either on- or off-campus. It should include graduate students used for any instructional purposes and professors in the various departments offering work to counselor education students.

   A folder on each person should be prepared and should include:

   a. Training.

   b. Experience, educational and non-educational.
   Items a and b relate to Sections: II,A,2,c; II,C,3,a,b,c,d; IV,3,a,(1),(5); IV,3,b,(1); IV,3,c,d,e.

   c. Current assignments and loads, in detail.
   II,A,5,b; II,C,2,a,b,c,(2); II,C,3,e,f,g; III,3,d; III,4,b; III,5,d; IV,3,a,(2),(3); IV,3,b,(2),(3),(4),(5),(6).

d. Professional activities, on- and off-campus.
I,1,a; I,3,c; I,5,c; II,A,4,a,b; III,2,c; III,3,c; III,5,c; IV,1,c,(1); IV,2,a,b,c; IV,3,a,(4).

e. Membership and leadership in professional organizations: IV,2,d; IV,3,a,(4).

f. Research and publications: III,6; I,5; IV,2,a,c.

g. Secretarial staff: IV,3,f.

3. DEAN OF THE COLLEGE IN WHICH THE PROGRAM IS LOCATED

a. Institutional objectives and their relation to counselor education philosophy and objectives: I,1,b; IV,1,a,b.

b. Faculty load policy and practices: II,C,3,e; IV,3,a,(2); IV,3,b,(3),(4),(6); IV,3,d,(1),e.

c. Support for professional activities: IV,2,d.

d. Support in budget and facilities: IV,4.

e. Aid to graduate students: IV,5,a.

f. Placement and endorsement: III,4,a; III,5.

4. CURRENT STUDENTS

Information should be gathered by the staff in self-study from a representative sample of current enrollees. Another sample could then be interviewed by visiting observers.

a. Conceptions of philosophy and objectives: I,1,e.

b. Assessment of philosophy and objectives: I,2,3,b,5,a,b.

c. Planning and integration of their learning experiences: II,A,1,b; II,A,2; II,A,3,a,b; II,A,4,c,d; II,A,5; II,A,6; II,A,7; IV,1,c; IV,4,b,c,d,e,f.

d. Self-evaluative experiences: II,A,7; III,3,b.

e. Supervised experiences: II,C,1,2,3.

f. Professional relations as experienced in the program: IV,2,e,f.

g. Impact of the facilities upon them: IV,4.

h. Their counseling experiences: IV,5,b.

i. Their financial aids experiences: IV,5,a.

j. Their placement experiences: III,5.

5. FORMER STUDENTS

A follow-up study of a good sample of these may be done by the staff. Visiting observers may then have an opportunity to interview some of

these who live and work close to the institution.

a. Conceptions of philosophy and objectives: I,1,e.

b. How the philosophy and objectives reflect needs in the field: I,2; I,4,a.

c. Planning and integration of their learning experiences: (see 4,c above for items)

d. Participation in evaluation of training: I,5,c,d.

e. Self-evaluative experiences: III,3,b.

f. Laboratory and practicum experiences: II,C,2,a,b,c.

g. Professional relations while in training: III,1,d; IV,2,e,f.

h. Experiences in being counseled while in training: IV,5,b.

i. Placement experiences: III,5.

j. Follow-up study involvement: III,6.

6. STUDENT PROGRAMS AND FOLDERS

On the assumption the department has a file of current and former student personnel folders, samples may be examined which yield evidence along the following lines:

a. Adherence to pre-requisites in courses: II,A,3,c.

b. Use of appropriate courses from related areas: II,A,4,c.

c. Flexibility of requirements and offerings: II,A,1,b.

d. Application of selection criteria: III,1,a.

e. Quality of students admitted and their backgrounds: III,1,c.

f. Admissions policy and practice: III,2,a,b.

g. Evidence regarding students removed from the program: III,3,a.

7. PERSONNEL FROM OTHER AGENCIES AND SCHOOLS

a. State department and local guidance personnel:
Involvement in philosophy and objectives: I,1,c.

b. Off-campus counselors and supervisors:
Preparation for their work: II,C,3,c.
Time for supervision: II,C,3,f,g.

c. Personnel in cooperating schools and agencies:
Part in evaluation processes: I,5,c.
Part in retention and dismissal: III,3,c,d.
Relationships with agencies: IV,1,c.

d. Certification officials: III,4,c.

8. EVALUATIVE STUDIES

Some evidence from such studies may exist in unpublished form.

a. Studies of changes in enrollees during training: I,5,a,(1).

b. Evidences from studies of selection, retention, endorsement, placement: III,6.

c. Follow-up studies: III,6.

# APPENDIX B

## COUNSELOR PREPARATION OPINIONNAIRE

### Background Information and Instructions

James W. Grubb, Assistant Professor of Education, Ohio University, has developed the COUNSELOR PREPARATION OPINIONNAIRE (CPO) to facilitate the gathering of information from enrollees. Eighty (80) items were developed from statements included in the Standards for the Preparation of Secondary School Counselors -- statements which were identified as being concerned directly with students currently enrolled in a counselor education program. Some items were included as worded in the Standards, others were altered to clarify and to facilitate response.

The 80 items were assembled into one instrument, the CPO, and five response choices were provided for each, being weighted as follows:

5 points -- the response which appears the most favorable or accepting.
4 points -- the response which is next in favor and/or acceptance.
3 points -- the response which appears neutral or lacks information.
2 points -- the response which tends to be rejecting or unfavorable.
1 point -- the response which is most rejecting or unfavorable.

Appendix B consists of two parts: (1) the CPO and (2) the enrollee response form and answer sheet.

(1) The 1966 edition of the CPO was prepared specifically for use at Ohio University. The form we are presenting herewith has been edited to permit its use in any counselor education program. Enrollees should be instructed to respond to the statements in terms of the respective program in which they are enrolled.

(2) The enrollee response form and answer sheet is present in the form used at Ohio University. Each institution using the CPO can prepare its own form, following the Ohio pattern but including information from the respective program being studied. This would apply especially to the course titles and numbers.

(a) The answer sheet used at Ohio University can be adapted for use at other institutions. Also, a standard IBM answer sheet which provides for five responses can be used. In using, the two pages (response form and answer sheet) should be attached to permit analysis of responses when the signature of the respondent is not required.

(b) Data can be compiled and analyzed directly from the answer sheets or they can be processed by computers. Dr. Grubb has employed computer programs for the CPO to facilitate analysis of responses. Additional information may be secured from him or from the Center for Research and Service, College of Education, Ohio University, Athens, Ohio.

(c) Analysis of the ratings can provide information for assessing the reactions to the program as a whole as well as to the various components and aspects which comprise it.

# COUNSELOR PREPARATION OPINIONNAIRE

Prepared by James W. Grubb
Ohio University

1. The members of the counselor education staff at this university have communicated a philosophy and a set of objectives about guidance and counseling which are reflected in the attitudes of the enrollees in the program. (I-1-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

2. The counselor education staff have communicated a philosophy and a set of objectives about guidance and counseling which are reflected in the enrollees' behavior. (I-1-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

3. The objectives of the counselor education program at this university illustrate an awareness by the staff of the aims, needs, and trends of the total secondary school program. (I-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

4. The objectives reflect the staff's awareness of the structure and setting of public and non-public school education in the United States. (I-2-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

5. The staff give due consideration to the developments and trends in school organization, curriculum and program provisions. (I-2-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

6. The objectives reflect a recognition by the staff of the role of guidance services in encouraging and facilitating desirable change in education. (I-2-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

7.-12.
The staff implement the philosophy and objectives of the guidance program on a planned basis in the following areas of the program: (I-3-b)

7. Student selection

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

8. Curriculum

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

9. Instructional methods

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

10. Facilities

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

11. Research

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

12. Administrative provisions and procedures

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

13. There is a planned program for assessing attitudinal and behavioral changes in students as they move through the counselor education program. (I-5-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

14. In the counselor education program at this university there is a flexibility in the assignments given to and in the experiences provided for students with differing backgrounds of preparation and experience. (I-5-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Seldom | Occasionally | Usually | Always |

15. Flexibility is provided within the curriculum to allow for individual differences in competencies and understandings developed prior to entering the counselor education program. (II-A-1-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Seldom | Occasionally | Usually | Always |

16. When all aspects of the counselor education program at this university are considered in terms of quality of instruction, it is best described as: (II-A-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Poor Instruction | Below Average Instruction | Average Instruction | Above Average Instruction | Superior Instruction |

17. A sequence of basic and advanced graduate courses and other associated learning experiences has been defined and is provided for the students enrolled in the counselor education program. (Respond on the basis of your own experience at this university.) (II-A-3-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False for me | | Partially true for me | | True for me |

18. The counselor education program at this university provides for the integration of didactic instruction, seminars, and supervised experiences in counseling and other related guidance services throughout the sequence. (II-A-3-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

19. Course work which may be required or may be elected in from other areas is identified for the counselor candidate with respect to its appropriateness for graduate credit or for background work. (II-A-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

20. There is evidence of interdisciplinary planning with respect to both student and staff participation in designing, conducting, and evaluating research. (II-A-4-d)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

21. Within the framework of the total counselor education program at this university, there are available curriculum resources as well as procedures that make it possible for the counselor candidate to develop understandings and skills beyond the minimum requirements of the program. (II-A-5)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

22. The counselor education program encourages among staff and students the spirit of inquiry and the production and utilization of research data. (II-A-6)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Seldom | Occasionally | Usually | Always |

23. Opportunities for self-evaluation and the development of deeper self-understanding are provided for the counselor candidate at this university. (II-A-7)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None | Few | Occasional | Many | Unlimited |

NOTE: (Items 24 and 25 are concerned with the use that is made of professional resources by the staff of the counselor education program.)

24. Sound working relations exist between the staff of the counselor education program at this university and the State Department of Education, the public schools, the various community agencies, and the professional organizations. (IV-1-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Usually | Always |

25. Effective use is made by the staff of a wide variety of resource materials and personnel, e.g. guest lecturers, television, tape recordings, etc. (IV-1-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Undecided or Don't Know | Usually | Always |

NOTE: (Items 26 through 33 are concerned with the practicum facilities that are provided on and/or off campus in cooperating schools or other agencies.) (IV-4-b)

26. The facilities include an adequate number of counseling offices. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No offices available | Inadequate number of offices | Undecided or Don't Know | Usually there are an adequate number of offices | Completely adequate at all times |

27. The practicum facilities are equipped with recording and listening devices for observation and supervision. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such devices available | Inadequate number of such devices | Undecided or Don't Know | Usually there are an adequate number of such devices | Completely adequate at all times |

28. One-way vision screens are located in such a way as to provide for observation by an individual or a whole class. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No one-way screens available | Not enough one-way screens and the ones in use are poorly located | Undecided or Don't Know | Adequate number of screens but not useful if a class of more than 15 are to observe | Completely adequate number of screens for both individual and large class observation. |

29. Conference rooms are provided for tape analysis and small group conferences. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No rooms available | Very inadequate number of rooms | Undecided or Don't Know | Usually there are an adequate number of rooms available | Completely adequate at all times |

30. Portable recorders (tape recorders) are available in sufficient number. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No recorders available | Very inadequate number of recorders available | Undecided or Don't Know | Usually there are an adequate number of recorders available | Completely adequate at all times |

31. Seminar rooms are provided. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No seminar rooms available | Seminar rooms seldom available | Undecided or Don't Know | Seminar rooms usually available | Completely adequate at all times |

32. Ample and appropriate audio-visual and demonstration materials are available for staff and student use. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None available | Very limited supply available | Undecided or Don't Know | Materials are available for most areas of study | Completely adequate supply of audio-visual and other materials |

33. A variety of information services resource material for both demonstration purposes and for use in the practicum courses is available. (IV-4-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None available | Very limited supply available for demonstration or practicum uses | Undecided or Don't Know | The supply is adequate for demonstration uses but not for practicum uses | Supply is completely adequate for demonstration and practicum uses |

NOTE: (Items 34 through 38 are concerned with the supply of library resource materials for both research and study in counselor education at the university.) (IV-4-c)

34. The library facilities at the university provide a complete supply of basic resources, both books and periodicals, in guidance, counseling, personality appraisal, psychology, sociology, economics, and other related disciplines. (IV-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Completely inadequate in all areas | Inadequate in most areas of study | Undecided or Don't Know | Adequate in most areas of study | Completely adequate in all areas |

35. Both current and historical materials are available from the library facilities. (IV-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Complete lack of current and/or historical materials | Some current and historical materials but supply is inadequate | Undecided or Don't Know | The supply of current and historical materials is adequate in most areas | Completely adequate supply of both current and historical materials in all areas |

36. Library resources are available during both evening and weekend hours. (IV-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never available during evening or weekend hours | Available on some evenings and/or weekends but very inadequate | Undecided or Don't Know | Usually available during both evening and weekend hours | The availability of library resources is completely satisfactory |

37. Inter-library loans and microfilm services are available. (IV-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None available | Very difficult to make use of these services | Undecided or Don't Know | These services are usually available and are not difficult to use | Completely available and easy to use |

38. Multiple copies of frequently used publications are available. (IV-4-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No more than one copy of anything | Multiple copies of very few materials available | Undecided or Don't Know | There are usually two or more copies of the frequently used materials | Completely adequate supplies of the frequently used materials are available |

NOTE: (Items 39 and 40 are concerned with the utilization of the guidance and counseling center facilities on and/or off campus for the supervised experience.) (IV-4-d)

39. The facilities in the guidance and counseling center and/or the facilities in the schools provide opportunities for both observation of and participation in counseling experiences. (IV-4-d)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No facilities available | Facilities are usually not available and not very useful when they are. | Undecided or Don't Know | Facilities are usually available and useful | Facilities for observation of and participation in counseling are completely available and useful |

40. The facilities in the guidance and counseling center and/or the facilities in the schools provide for a broad variety of types and levels of experience and thus provide an understanding of a wide range of professional guidance and counseling activities both in and out of the school setting. (IV-4-d)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| This description is completely false | This description is more false than true | Undecided or Don't Know | This description is more true than false | This description is completely true |

NOTE: (Items 41 through 43 are concerned with the testing laboratory facilities.) (IV-4-e)

41. Files of tests and test interpretative data are available. (IV-4-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No test materials available | Inadequate supply of test materials available | Undecided or Don't Know | Manuals for and copies of most tests are available | Completely adequate supply of tests and interpretative materials are available |

42. Space for both group and individual testing is provided. (IV-4-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No space is provided for testing | Space for testing is limited and usually not available | Undecided or Don't Know | Space for testing is usually available | Suitable space for testing is always available |

43. Students have access to test scoring equipment. (IV-4-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such equipment available | Equipment available but students are usually not permitted to use it | Undecided or Don't Know | Equipment available and students are usually permitted to use it | Equipment always available for student use |

NOTE: (Items 44 through 48 are concerned with the equipment available to facilitate research activities of both the staff and students in the counselor education program at the university.) (IV-4-f)

44. Offices and laboratories equipped to provide opportunities for accurate collection, analysis, and summary of data are available. (IV-4-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| This statement is completely false | This statement is more false than true | Undecided or Don't Know | This statement is more true than false | This statement is completely true |

45. Calculators are provided for research work. (IV-4-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No calculators available for students | Calculators are not usually available for students | Undecided or Don't Know | Calculators are usually available for students | Calculators are always available for students |

46. Consultant services are available from research specialists on the university staff for both staff and students. (IV-4-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No consultant services are available | Consultant services are available for staff but not students | Undecided or Don't Know | Consultant services are usually available for staff and students | Consultant services are always available for staff and students |

47. Both staff and students are provided access to campus computer centers and other data-processing laboratories. (IV-4-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such equipment available | Equipment available for staff use but not for use by students | Undecided or Don't Know | Such equipment is usually available for both staff and student use | Such equipment is always available for both staff and students |

48. Settings are provided in which research can be conducted by both staff and students, including campus laboratories and elementary and secondary schools where enabling relationships are maintained. (IV-4-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No settings available where research may be conducted | Research situations are available for staff but not for students | Undecided or Don't Know | Research settings are usually for staff and students | Settings where research may be conducted are always available for staff and students |

49. Opportunities for self-evaluation and the development of deeper self-understanding are provided for the counselor candidate through such activities as laboratory experiences, supervised counseling and self-analysis through tape recordings and/or video tapes. (II-A-7-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such opportunities | Very limited opportunities | Undecided or Don't Know | A number of opportunities | Unlimited opportunities |

50. Opportunities for improvement of interpersonal relationships are provided through small group activities. (IV-A-7-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No opportunity for small groups | Very few small group activities (not encouraged) | Undecided or Don't Know | A number of small group activities available (encouraged) | Unlimited opportunities for small groups |

51. Each counselor candidate is encouraged to enter into a program of self-evaluation related to his retention in the program. To assist him in his growth in self-understanding, a counseling service separate from the counselor education program is available to him. (III-3-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such opportunity | Very limited opportunities | Undecided or Don't Know | A number of opportunities | Unlimited opportunities |

52. Supervised experiences in counseling and other related guidance activities are provided in settings on and/or off campus which are appropriate for use in the preparation of school counselors. (II-C-1-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No supervised experiences | Very limited number of supervised experiences | Undecided or Don't Know | A number of appropriate supervised experiences | Excellent supervision and unlimited opportunities |

53. The supervised experiences include both observation of and work directly with secondary school age youth (or other age youth if appropriate), some of which are provided in the actual school situation. (II-C-1-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such experiences | Very limited number of such experiences | Undecided or Don't Know | A number of such experiences | Unlimited opportunity for such experiences |

54. Opportunities are provided for professional relationships with parents and a variety of school and agency personnel. (II-C-1-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such opportunities | Very limited opportunities | Undecided or Don't Know | A number of opportunities | Unlimited opportunities |

55. Opportunities are provided for both observation and participation in activities relating to the total guidance program. Examples of such activities include role-playing, listening to tapes, testing, organizing and using pupil personnel records, working with professional personnel, and preparing and examining case studies. (II-c-2-a-1)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such opportunities | Very limited opportunities | Undecided or Don't Know | A number of opportunities | Unlimited opportunities |

56. Laboratory experiences appropriate to the counselor candidate's needs are a continuing part of the counselor education program. (II-C-2-a-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such experiences | Very limited number of such experiences | Undecided or Don't Know | A number of such experiences | Unlimited number of appropriate experiences |

57. There is evidence that plans and procedures adopted by the counselor education staff at the university clearly describe the integration of experiences such as role-playing, listening to tapes, testing, organizing and using pupil personnel records, working with professional personnel, and preparing and examining case studies. (II-C-2-a-3)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such evidence | Very little evidence | Undecided or Don't Know | Most of the program indicates such evidence | The entire counselor education program indicates such evidence |

NOTE: (Items 58 through 65 are concerned with the practicum experiences provided in the counselor education program at the university.) (II-C-2-b)

58. Practicum consists of individual counseling and small group work, both under supervision. (II-C-2-b-1)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly true | True |

59. Practicum is conducted in appropriate settings on and/or off campus. (II-C-2-b-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

60. Practicum includes opportunities for continuing experiences in a series of counseling relationships with each of several secondary school age youth or elementary or college age students when appropriate. (II-C-2-b-3)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such opportunities | Very limited opportunities | Undecided or Don't Know | A number of opportunities | Unlimited opportunities |

61. A minimum of 60 clock hours is spent by each counselor candidate in actual counseling relationships. This does not include the time required for preparation and for supervisory consultations. (II-C-2-b-4)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No time in counseling | One to 40 hours spent in counseling | Forty to 80 hours spent in counseling | Eighty to 120 hours spent in counseling | More than 120 hours spent in counseling |

62. Opportunity is provided within the total work load for staff to supervise practicum experiences. (II-C-2-b-5)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly true | True |

63. Media such as tape recorders, television and one-way vision screens are utilized in the supervision of the practicum activities. (II-C-2-b-6)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Never | Rarely | Occasionally | Frequently | Almost always |

64. Practicum provides for a growth experience which is spread over a period of time. (II-C-2-b-7)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly disagree | Disagree | Undecided or Don't Know | Agree | Strongly agree |

65. At the university there is a well-qualified counselor education staff with time allocated to supervise counselor candidates in their practicum experiences. (II-C-3)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly disagree | Disagree | Undecided or Don't Know | Agree | Strongly Agree |

66. Members of the on-campus staff responsible for supervision have earned doctors degrees in appropriate fields from accredited institutions. (II-C-3-a)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None have | Few have | Undecided or Don't Know | Most have | All have |

67. The counselor education staff at the university have had experience in counseling and related guidance activities with secondary school age youth and/or with students at other grade levels when appropriate. (II-C-3-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None have | Few have | Undecided or Don't Know | Most have | All have |

68. Elementary, secondary, or university staff members who supervise counselor candidates have had two or more years of graduate work in counselor education or have an equivalent preparation developed through long-term service and professional activity. (II-C-3-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None have | Few have | Undecided or Don't Know | Most have | All have |

69. Doctoral students who supervise practicum experiences as a part of their preparation are under the supervision of staff members with appropriate doctoral degrees and experience. (II-C-3-d)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No staff supervision of doctoral students | Very little supervision | Undecided or Don't Know | Usually Supervised | Excellent supervision of doctoral students |

70. The counseling practicum is virtually a tutorial form of instruction; the supervision of five (5) students is considered equivalent to the teaching of one three-semester hour course at the university. This statement is: (II-C-3-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly true | True |

71. Time is allocated by the school system in which the counselor candidate takes his practicum for the secondary or other appropriate school staff to supervise the laboratory and practicum experiences. (II-C-3-g)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly true | True |

72. The counselor education program at the university exemplifies high professional standards in all relationships to students. (IV-2-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly disagree | Disagree | Undecided or Don't Know | Agree | Strongly agree |

73. The graduate students in counselor education at the university are informed of and encouraged to participate in the activities of professional organizations. (IV-2-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No information or encouragement | Rarely are students informed or encouraged | Undecided or Don't Know | Frequently given both information and encouragement | Much information and strong encouragement |

74. Have you participated in the activities of any professional guidance organizations? (IV-2-f)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| None | Very little | Occasionally | Frequently | Very active in such organizations |

75. At this university there are personal counseling services available to all counselor candidates. The counselors who provide these counseling services are identified for the counselor candidates. (IV-5-b)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such service available | Counseling service is limited and the counselors are unknown | Unfamiliar with or don't know about the counseling services | Counseling services usually available, some counselors are known | Counseling services always available, counselors are well known |

76. The personal counseling services that are available to the counselor candidates are provided by staff members other than the student's adviser or instructors. (IV-5-b-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Available only from adviser or instructors | Occasionally staff other than adviser or instructors provide counseling | About half of the counseling is provided by staff other than adviser or instructors | Most of the counseling is provided by staff other than adviser or instructor | All counseling from staff other than adviser or instructors. |

77. The counselor education program is assigned a proportionate share of the total number of graduate assistantships or fellowships available at the university. In your opinion this is: (IV-5-a-1)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly true | True |

78. Part-time work opportunities appropriate for students in the counselor education program are identified and efforts are made to secure assignments for those desiring such financial assistance and work experience. (IV-5-a-2)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| False | Mostly false | Undecided or Don't Know | Mostly True | True |

79. Information concerning loan resources is made available for the students in the counselor education program at the university. (IV-5-a-3)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No information is made available | Very little information is made available | Don't know or don't remember if such information was provided | Students have been quite well informed | Students are well informed and new information is always made available |

80. Prospective graduate students in the counselor education program at the university are provided information about possible sources of financial assistance. Respond to this statement in terms of your own experience. (IV-5-a-4)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No information given to me | Very little information given to me | Don't know or don't remember if such information was provided | Received some information and some sources of such help | Was given complete information and the sources of such help |

81. The university provides a placement service for its counselor education students. (III-5)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such service | Very limited service | Undecided or Don't Know | Placement service is quite complete | Placement service is excellent |

82. Students are assisted as needed in the preparation of placement papers. (III-5-c)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such assistance | Very limited assistance | Undecided or Don't Know | Such assistance seems adequate | Assistance is complete and excellent |

83. Counselor education staff members at the university utilize individual professional relationships to assist in the placement of their graduates. (III-5-d)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such assistance | Very little assistance from staff | Undecided or Don't Know | Staff seems to make an active effort to help place graduates | Staff makes every possible effort to place their graduates |

84. Assistance is provided by the placement office and/or counselor education staff in the evaluation of job opportunities. (III-5-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such assistance | Very little assistance | Undecided or Don't Know | Such assistance is usually available | Complete assistance is given for the evaluation of job opportunities |

85. Assistance is provided by the placement office and/or counselor education staff in the selection of positions appropriate to the individual applicant's qualifications. (III-5-e)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No such assistance | Very little assistance | Undecided or Don't Know | Such assistance is usually provided | Such help is on-going throughout the student's enrollment in the counselor education program |

## Enrollee Response Form and Answer Sheet

**COUNSELOR PREPARATION OPINIONNAIRE**

College of Education
Ohio University
Athens, Ohio

Department of Guidance, Counseling and Student Personnel Services

February 1966

11. Major: (1)____Elementary Guidance (2)____Secondary Guidance
(3)____Student Personnel/Higher Education

12. Status: (1)____Working for Master's Degree
(2)____Post Master's student
(3)____Advanced standing in Ph.D. program
(4)____Ph.D. candidate

13. Sex: (1)____Male (2)____Female

14. Age: (1)____20-25 (2)____26-30 (3)____30-35 (4)____36--up

15. Years of elementary teaching experience: 0 1 2 3 4-or-more (circle one)
16. Years of secondary teaching experience: 0 1 2 3 4-or-more (circle one)
17. Years of college teaching experience: 0 1 2 3 4-or-more (circle one)
18. Years of elementary counseling experience: 0 1 2 3 4-or-more (circle one)
19. Years of secondary counseling experience: 0 1 2 3 4-or-more (circle one)
20. Years of college counseling experience: 0 1 2 3 4-or-more (circle one)

NOTE: Identify the guidance courses you have completed or are presently taking. If you have taken the course or one similar to it at another insitution, you should check it on the list below. For example: If you took a basic course in guidance at Kent State University, you should circle the yes in front of Education 360 - Guidance Principles.

| (1) | (2) | |
|---|---|---|
| 21. No | Yes | Education 360 - Guidance Principles |
| 22. No | Yes | Education 362 - Information Services in Guidance |
| 23. No | Yes | Education 363 - Individual Analysis |
| 24. No | Yes | Education 364 - Counseling in the Schools |
| 25. No | Yes | Education 367 - Guidance for the Elementary Schools |
| 26. No | Yes | Education 385 - Educational Measurements |
| 27. No | Yes | Education 465 - Group Guidance: Materials and Procedures |
| 28. No | Yes | Education 478 - Seminar in Education |

NOTE: For the three practicum courses, you should circle the "No" if you have not had the course, the "a" if you were in the elementary section, the "b" if you were in the secondary section, and the "c" if you were in the student personnel section.

| (1) | (2) | (3) | (4) | |
|---|---|---|---|---|
| 29. No | a | b | c | Education 361 - Practicum in Guid. & Couns. |
| 30. No | a | b | c | Education 567 - Advanced Practicum in Guid. & Couns. |
| 31. No | a | b | c | Education 568 - Advanced Practicum in Guid. & Couns. |

32. Undergraduate Major(s): (1)____Elementary (2)____Secondary
(3)____Other Write in your specific major(s)_____

COMMENTS: If you have any comments concerning the opinionnaire, please write them on the back of this page.

Name_____(Optional)_____

Enrollee Response Form and Answer Sheet, page 2

COUNSELOR PREPARATION OPINIONNAIRE ANSWER SHEET

College of Education
Ohio University
Athens, Ohio

Department of Guidance, Counseling, and Student Personnel

February 1966

Directions: Read the item in the Counselor Preparation Opinionnaire and the five choices listed below the item. Select from the five choices the one which best describes your opinion concerning the statement. Put a circle around the number which corresponds to your choice. Make all marks on this answer sheet; do not write on the opinionnaire booklet.

| | | | |
|---|---|---|---|
| 1. 1 2 3 4 5 | 23. 1 2 3 4 5 | 45. 1 2 3 4 5 | |
| 2. 1 2 3 4 5 | 24. 1 2 3 4 5 | 46. 1 2 3 4 5 | 67. 1 2 3 4 5 |
| 3. 1 2 3 4 5 | 25. 1 2 3 4 5 | 47. 1 2 3 4 5 | 68. 1 2 3 4 5 |
| 4. 1 2 3 4 5 | 26. 1 2 3 4 5 | 48. 1 2 3 4 5 | 69. 1 2 3 4 5 |
| 5. 1 2 3 4 5 | 27. 1 2 3 4 5 | 49. 1 2 3 4 5 | 70. 1 2 3 4 5 |
| 6. 1 2 3 4 5 | 28. 1 2 3 4 5 | 50. 1 2 3 4 5 | 71. 1 2 3 4 5 |
| 7. 1 2 3 4 5 | 29. 1 2 3 4 5 | 51. 1 2 3 4 5 | 72. 1 2 3 4 5 |
| 8. 1 2 3 4 5 | 30. 1 2 3 4 5 | 52. 1 2 3 4 5 | 73. 1 2 3 4 5 |
| 9. 1 2 3 4 5 | 31. 1 2 3 4 5 | 53. 1 2 3 4 5 | 74. 1 2 3 4 5 |
| 10. 1 2 3 4 5 | 32. 1 2 3 4 5 | 54. 1 2 3 4 5 | 75. 1 2 3 4 5 |
| 11. 1 2 3 4 5 | 33. 1 2 3 4 5 | 55. 1 2 3 4 5 | 76. 1 2 3 4 5 |
| 12. 1 2 3 4 5 | 34. 1 2 3 4 5 | 56. 1 2 3 4 5 | 77. 1 2 3 4 5 |
| 13. 1 2 3 4 5 | 35. 1 2 3 4 5 | 57. 1 2 3 4 5 | 78. 1 2 3 4 5 |
| 14. 1 2 3 4 5 | 36. 1 2 3 4 5 | 58. 1 2 3 4 5 | 79. 1 2 3 4 5 |
| 15. 1 2 3 4 5 | 37. 1 2 3 4 5 | 59. 1 2 3 4 5 | 80. 1 2 3 4 5 |
| 16. 1 2 3 4 5 | 38. 1 2 3 4 5 | 60. 1 2 3 4 5 | 81. 1 2 3 4 5 |
| 17. 1 2 3 4 5 | 39. 1 2 3 4 5 | 61. 1 2 3 4 5 | 82. 1 2 3 4 5 |
| 18. 1 2 3 4 5 | 40. 1 2 3 4 5 | 62. 1 2 3 4 5 | 83. 1 2 3 4 5 |
| 19. 1 2 3 4 5 | 41. 1 2 3 4 5 | 63. 1 2 3 4 5 | 84. 1 2 3 4 5 |
| 20. 1 2 3 4 5 | 42. 1 2 3 4 5 | 64. 1 2 3 4 5 | 85. 1 2 3 4 5 |
| 21. 1 2 3 4 5 | 43. 1 2 3 4 5 | 65. 1 2 3 4 5 | |
| 22. 1 2 3 4 5 | 44. 1 2 3 4 5 | 66. 1 2 3 4 5 | |

# APPENDIX C

# Self-Study Rating Form

## STANDARDS FOR THE PREPARATION OF SECONDARY SCHOOL COUNSELORS

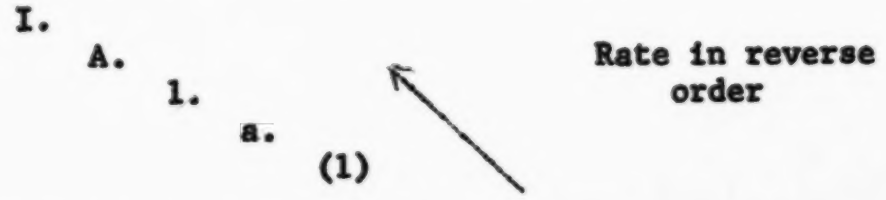
1967 Edition

Association for Counselor Education and Supervision
American Personnel and Guidance Association

This Rating Form has been prepared to facilitate study of counselor education programs. It is to be completed initially by the members of the self-study committee in the given institution, and then it is to be reviewed by the visiting committee (if one is arranged).

Suggestions for rating:

1. The Standards are presented in outline form. Begin with the sub-topics under each heading and then--after they are rated--make a composite rating for the major heading above. Comments can be placed at the end of each section and on the back of the pages. Illustration:




2. Use the following categories, placing rating in appropriate column:

   HS (Highly Satisfactory)--Standards which are present in the program to a commendable or outstanding degree.

   S (Satisfactory)--Standards which are adequately present in the program.

   PS (Partially Satisfactory)--Standards which are present in part or to a fair degree but are not judged to be fully adequate. These aspects may be in process of development even though not fully developed.

   U (Unsatisfactory)--Standards which appear not to be met or not present in the program, even though it is judged they ought to be.

   IE (Insufficient Evidence)--Standards for which the available evidence is insufficient for making a valid or meaningful rating.

   INA(Item Not Applicable)--In the judgment of the raters, the standard does not apply to the particular program or it is not appropriate.

STANDARDS FOR THE PREPARATION OF SECONDARY SCHOOL COUNSELORS

1967 Edition

| Standard | Rating | | | | | |
|---|---|---|---|---|---|---|
| | HS | S | PS | U | IE | INA |
| SECTION I. PHILOSOPHY AND OBJECTIVES | | | | | | |
| 1. The institution has a stated philosophy of education and has developed a set of objectives for counselor education consistent with that philosophy. | | | | | | |
| a. Such statements have been prepared cooperatively by the staff members in counselor education. | | | | | | |
| b. Such statements are in harmony with the institution's philosophy and objectives, have been accepted by the administration and are supported at the policy-making level. | | | | | | |
| c. State and local guidance personnel have been consulted in reviewing the institution's objectives for counselor education. | | | | | | |
| d. The statements of philosophy and objectives are reflected in pamphlets, brochures and other publications. | | | | | | |
| e. Philosophy and objectives are reflected in the attitudes and behavior of students in the program. | | | | | | |
| 2. The objectives of the counselor education program were developed by a staff who are aware of the total secondary school program, aims, needs and trends. | | | | | | |
| a. The objectives reflect the staff's awareness of the structure and setting of public and non-public school education in the country. | | | | | | |
| b. Due consideration is given to developments and trends in school organization, curriculum and program provisions. | | | | | | |
| c. The objectives include a recognition of the role of guidance services in encouraging and facilitating desirable change in education. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| 3. The institution's philosophy and the objectives of the counselor education program are accepted and implemented by staff members. | | | | | | |
| a. The counselor education program is developed, extended and improved on the basis of the stated philosophy and objectives. | | | | | | |
| b. Philosophy and objectives are implemented on a planned basis in all areas of the program including student selection, curriculum, instructional methods and facilities, research and administrative provisions and procedures. | | | | | | |
| c. The objectives are applied in the use of staff members representing other disciplines and in the use of outside personnel and resources. | | | | | | |
| 4. The staff continues to review the objectives of the program. | | | | | | |
| a. The objectives are reviewed in the light of the needs of youth in a changing society. | | | | | | |
| b. The objectives are reviewed in the light of local, state and national studies of guidance program status and needs. | | | | | | |
| c. The objectives are reviewed in the light of studies and recommendations of local, state, regional and national groups concerning educational needs. | | | | | | |
| d. The objectives are reviewed in the light of significant research findings related to guidance, education and the behavioral sciences. | | | | | | |
| 5. There is a continuous study of the extent to which the stated philosophy is transmitted and the objectives are accomplished. | | | | | | |
| a. There is a planned program for assessing changes in attitudes and behavior of students as they move through the counselor education program. | | | | | | |
| b. Flexibility of assignments and experiences is provided for students with differing backgrounds of preparation and experience. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| c. Personnel in cooperating schools and agencies participate in the evaluation process. | | | | | | |
| d. Evaluation of the effectiveness of preparation is accomplished through evidence obtained from former students, the schools in which they work and the state departments of education. This evaluation is based upon the stated objectives of the program of counselor education. | | | | | | |

Comment:

| | | | | | | |
|---|---|---|---|---|---|---|
| **SECTION II. CURRICULUM: PROGRAM OF STUDIES AND SUPERVISED EXPERIENCES** | | | | | | |
| **A. GENERAL PROGRAM CHARACTERISTICS** | | | | | | |
| 1. The institution provides a graduate program in counselor education, based primarily on the program of studies and supervised practice outlined in B and C below. The institution provides a minimum of one year of graduate counselor education. In order to fulfill the requirements of the studies and supervised practice detailed in B and C below, the institution provides at least one additional year of graduate study in counselor education either through its own staff and facilities or through cooperative working relationships with other institutions which do have at least a two-year program of counselor education. | | | | | | |
| a. The opportunity for full-time study in counselor education is provided throughout the academic year. | | | | | | |
| b. Flexibility is provided within the curriculum to allow for individual differences in competencies and understandings developed prior to entering the institution's counselor education program. | | | | | | |
| c. The organized curriculum for the program is published and is available for distribution to prospective students. This description includes information relating to the institution's requirements for full-time study. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| 2. There is evidence of quality instruction in all aspects of the counselor education program. | | | | | | |
| a. Syllabi or other evidences of organized and coordinated instructional units of the curriculum are available. | | | | | | |
| b. Appropriate resource materials are provided. | | | | | | |
| c. Responsibilities are assigned to or assumed by staff members only in those areas for which they are professionally qualified by preparation and experience. | | | | | | |
| d. Provisions are made for periodic evaluation by students, staff, former students and employers of all aspects of the counselor education program, such as course content, methods of instruction and supervised experiences both on and off campus. | | | | | | |
| e. Evaluation is followed by appropriate revisions and improvements, if indicated. | | | | | | |
| 3. Planned sequences of education experiences are provided. | | | | | | |
| a. A sequence of basic and advanced graduate courses and other associated learning experiences is defined and provided. | | | | | | |
| b. The program provides for the integration of didactic instruction, seminars, and supervised experiences in counseling and other related guidance services throughout the sequence. | | | | | | |
| c. Prerequisites are identified. | | | | | | |
| 4. Cooperation exists among staff members directly responsible for the professional education of counselors and representatives of departments or schools offering courses in related fields. | | | | | | |
| a. Cooperative working arrangements are in existence. | | | | | | |
| b. Staff members from related areas meet with the counselor education staff for planning, implementing and evaluating the counselor education program. | | | | | | |
| c. Course work in other areas is identified for the counselor candidate with respect to its appropriateness for graduate credit or for background work. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| d. There is evidence of interdisciplinary planning with respect to both student and staff participation in designing, conducting and evaluating research. | | | | | | |
| 5. Within the framework of the total counselor education program, there are available curriculum resources as well as procedures that make it possible for the counselor candidate to develop understandings and skills beyond the minimum requirements of the program. | | | | | | |
| a. Elective courses are available. | | | | | | |
| b. Staff time is provided for the supervision of individual study in the areas of counselor education. | | | | | | |
| c. Advisers make counselor candidates aware of such opportunities. | | | | | | |
| 6. The counselor education staff encourages the spirit of inquiry and the production and use of research data. | | | | | | |
| a. The statement of objectives of the program reflects an awareness of the role of research in the work of the counselor and the competencies to be developed. | | | | | | |
| b. Instructional procedures make frequent use of, and reference to, research findings. Areas in which research is needed are identified. | | | | | | |
| 7. Opportunities for self-evaluation and the further development of self-understanding are provided for the counselor candidate. | | | | | | |
| a. Opportunities for self-evaluation and the further development of self-understanding are provided for the counselor candidate. | | | | | | |
| b. Opportunities for improvement of interpersonal relationships are provided through small group activities. | | | | | | |
| c. Counseling services provided by persons other than the counselor education staff are available to students in counselor education. | | | | | | |

Comment:

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| B. PROGRAM OF STUDIES | | | | | | |
| 1. Opportunities are provided for the development of understanding and competencies in the following: | | | | | | |
| a. The foundations and dynamics of human behavior and of the individual in his culture. | | | | | | |
| b. The educational enterprise and processes of education. | | | | | | |
| c. Professional studies in school counseling and related guidance activities: | | | | | | |
| (1) Philosophy and principles underlying guidance and other pupil personnel services. | | | | | | |
| (2) The nature and range of human characteristics and methods of measuring them in individual appraisal. | | | | | | |
| (3) Vocational development theory. | | | | | | |
| (4) Educational and occupational information, its nature and uses. | | | | | | |
| (5) Counseling theory and practice. | | | | | | |
| (6) Statistics and research methodology, independent research and familiarization with data processing and programming techniques. | | | | | | |
| (7) Group procedures in counseling and guidance. | | | | | | |
| (8) Professional relationships and ethics in keeping with the APGA Ethical Standards. | | | | | | |
| (9) Administration and coordination of guidance and pupil personnel services. | | | | | | |
| (10) Supervised experience (See C below). | | | | | | |

Comment:

| | | | | | | |
|---|---|---|---|---|---|---|
| C. SUPERVISED EXPERIENCES | | | | | | |
| 1. Supervised experiences in counseling and other guidance activities are provided as an integral part of the total counselor education program. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| a. Settings in which such experiences are provided are appropriate for the preparation of secondary school counselors. | | | | | | |
| b. These supervised experiences, including both observation of and work directly with secondary age youth, frequently are provided in the actual school situation. | | | | | | |
| c. Opportunities are provided for working under supervision with parents and with a variety of school and community agency personnel. | | | | | | |
| d. All such experiences are conducted under established ethical policies. | | | | | | |
| e. Primary responsibility for all supervised experiences is assigned to counselor education staff members, qualified as stated in $C3_a$ below; secondary school counselors and advanced graduate students may be assigned subsidiary responsibilities. | | | | | | |
| 2. Three aspects of supervised experience are recognized in the counselor education program - laboratory experiences, practicum experiences and internship. | | | | | | |
| a. Laboratory experiences are provided in the first and/or second years. | | | | | | |
| (1) Opportunities are provided for both observation and participation in activities related to the total guidance program, e.g., role-playing, listening to tapes, testing, organizing and using pupil personnel records, working with professional personnel, preparing and examining case studies, and using educational and occupational information materials. | | | | | | |
| (2) Laboratory experiences appropriate to the counselor candidate's needs are a continuing part of the counselor education program. | | | | | | |
| (3) Plans and procedures adopted by the staff clearly describe the integration of such experiences. | | | | | | |
| b. Practicum experiences are provided in the first and/or second years. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| (1) Practicum consists of counseling and small group work, both under supervision. | | | | | | |
| (2) Practicum is conducted in settings which are appropriate for the preparation of secondary school counselors and which include young people with a variety of educational and vocational potential. | | | | | | |
| (3) Practicum includes opportunity for continuing experiences in a series of counseling relationships with each of several secondary age youth. | | | | | | |
| (4) A stated number of hours is spent by each counselor candidate in actual counseling relationships. This does not include time required for preparation and for supervisory consultations. | | | | | | |
| (a) Counselor education students completing the two-year program spend 60 hours as a minimum. | | | | | | |
| (b) Counselor education students completing a one-year program spend 30 hours as a minimum. | | | | | | |
| (5) Opportunity is provided within the total work load for staff to supervise practicum experiences. | | | | | | |
| (6) Media such as tape recorders, television and one-way vision screens are utilized in the supervision of the practicum activities. | | | | | | |
| (7) Practicum provides for a growth experience which is spread over a period of time. | | | | | | |
| (8) Supervised experiences are provided as an integral part of courses throughout the counselor education program of the student. | | | | | | |
| c. Internship may be provided. This is optional, though recommended. | | | | | | |
| (1) Internship is an advanced level of on-the-job supervised experience offered in a school setting. | | | | | | |
| (2) It is under the systematic supervision of qualified members of both the school staff and the institution's counselor education staff. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| (3) It is normally a paid experience. | | | | | | |
| (4) Opportunities are provided for the counselor candidate to share responsibilities in all phases of the school guidance program. | | | | | | |
| 3. A well-qualified staff with adequate time allocated to supervision is provided. | | | | | | |
| a. Members of the on-campus staff responsible for supervision | | | | | | |
| (1) Have earned advanced degrees (preferably the doctorate) from accredited institutions. | | | | | | |
| (2) Have had experience in counseling and related guidance activities with secondary age youth. | | | | | | |
| b. Secondary school staff members who supervise counselor candidates concurrently with the institution's staff should have at least two years of graduate work in counselor education or have equivalent preparation developed through long-term service and professional activity. | | | | | | |
| c. Doctoral students who supervise practicum experiences as a part of their preparation are under the supervision of staff members with appropriate advanced degrees and experience. | | | | | | |
| d. The counseling practicum is virtually a tutorial form of instruction; therefore, the supervision of five students is equivalent to the teaching of one three-semester-hour course. Such a ratio is considered maximum. | | | | | | |
| e. Supervision of internship is provided regularly by the cooperating secondary school staff and adequate staff time is allocated both for day-to-day supervision and for weekly supervisory conferences. | | | | | | |
| f. Supervisors from the institution's staff have internship consultations and supervision assigned as part of their total work load. | | | | | | |
| g. Time is allocated by the school system for secondary school staff members to assist in supervision of laboratory, practicum and internship experiences. | | | | | | |

| Standard | HS | S | PS | U | IE | INA |
|---|---|---|---|---|---|---|
| 4. Appropriate facilities, equipment and materials are provided for supervised experiences in both on- and off-campus settings. (See Section IV) | | | | | | |

Comment:

| | | | | | | |
|---|---|---|---|---|---|---|
| D. THE INSTITUTION ASSISTS COOPERATING SCHOOL SYSTEMS, STATE DEPARTMENTS OF EDUCATION, AND INDIVIDUAL SCHOOL COUNSELORS WITH ACTIVITIES WHICH CONTRIBUTE TO IN-SERVICE GROWTH AND TO THE IMPROVEMENT OF THE SCHOOLS' GUIDANCE PROGRAMS. | | | | | | |
| 1. There is a planned means of communication to encourage school and pupil personnel administrators to seek the institution's assistance in planning and conducting in-service education and program-improvement activities. | | | | | | |
| 2. The institution's staff is provided load recognition for their part in in-service and program development activities in the schools. | | | | | | |
| 3. The institution's staff in counselor education involves its graduate students in its in-service and program development activities in the schools as a means of enriching their experiences. | | | | | | |

Comment:

| | | | | | | |
|---|---|---|---|---|---|---|
| SECTION III. SELECTION, RETENTION, ENDORSEMENT AND PLACEMENT | | | | | | |
| 1. The institution has a procedure for identifying and selecting candidates for counselor education. | | | | | | |
| a. The counselor education staff has cooperatively developed criteria and procedures relating to selection, retention, endorsement and placement. | | | | | | |
| b. The criteria used for selection are consistent with the philosophy and objectives of the institution's counselor education program. | | | | | | |
| c. Information about the counselor education program and about certification in the several states is available to the candidates. | | | | | | |

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| d. Qualified candidates may be drawn from various undergraduate fields and from various occupations. | | | | | | |
| (1) Candidates who have been teachers have demonstrated superior competence as teachers. | | | | | | |
| (2) Candidates from fields other than teaching demonstrate their understanding of the secondary school and their competence to perform guidance and counseling functions in secondary schools by completing courses and supervised experiences planned for this purpose. | | | | | | |
| e. Members of the counselor education staff are available to confer with prospective candidates. | | | | | | |
| 2. The institution follows a defined procedure for the selective admission of candidates to the program of counselor education. | | | | | | |
| a. The candidate is assessed with respect to: | | | | | | |
| (1) Capacity to do graduate work. | | | | | | |
| (2) Familiarity with the objectives of the program. | | | | | | |
| (3) Potential for developing effective relationships with youth, teachers, administrators and parents. | | | | | | |
| (4) Potential for engaging in research. | | | | | | |
| b. The counselor education staff admits to the program only those candidates who meet the requirements established for admission to study in counselor education. These requirements may be in addition to those established by the institution for admission to graduate study. | | | | | | |
| c. Decisions with respect to admission to the counselor education program are made by the staff (or by a committee) and not by any one staff member. | | | | | | |
| 3. The institution administers a planned program of selective retention, designating points within the program for evaluation of progress and informing of procedures for selective retention. | | | | | | |

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| a. The counselor education staff has the responsibility of denying continuation in the program to any candidate whose level of academic performance and/or personal characteristics do not adequately meet institutional or professional standards. | | | | | | |
| b. Each counselor candidate is encouraged to enter into a program of self-evaluation related to his retention in the program. To assist him in his growth in self-understanding, a counseling service separate from the counselor education program is available to him. | | | | | | |
| c. When appropriate, cooperating school counselors and state supervisors and administrators are consulted concerning decisions about retention of candidates. | | | | | | |
| d. Decisions with respect to retention or dismissal of a candidate are made by the staff (or by a committee) and not by any one staff member. | | | | | | |
| 4. The institution endorses successful candidates for certification and employment. | | | | | | |
| a. A statement of policy relating to the institution's procedure for formal endorsement has been adopted by the staff and approved by the proper administrative authority. | | | | | | |
| b. Each candidate is informed of procedures for endorsement for certification and employment. | | | | | | |
| c. The counselor education staff participates in this endorsement procedure. | | | | | | |
| d. Endorsement is given only on the basis of evidence of proficiency. This implies that the candidate has completed a substantial part of his graduate work in counselor education, including supervised counseling experience, at the endorsing institution, and that his personal growth is considered to have been satisfactory. | | | | | | |
| 5. The institution provides a placement service. | | | | | | |
| a. Placement service organization and procedures are consistent with established principles of student personnel work. | | | | | | |

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| b. Provision is made for the participation of personnel from the state department of education and cooperating schools in the placement of candidates and their induction into the profession. | | | | | | |
| c. Students are assisted as needed in the preparation of placement papers. | | | | | | |
| d. Staff members utilize individual professional relationships to assist in the placement of their graduates. | | | | | | |
| e. Assistance is provided in the evaluation of job opportunities and in the selection of positions appropriate to the individual's qualifications. | | | | | | |
| f. The placement service provides continuing assistance to the candidate throughout his professional career. | | | | | | |
| 6. The institution maintains a program of research designed to evaluate its selection, retention, endorsement and placement procedures. | | | | | | |
| a. School counselors, administrators and state department of education personnel, when appropriate, participate in the planning and execution of the follow-up program and other evaluative procedures. | | | | | | |
| b. The program of evaluation and follow-up includes early leavers as well as those who complete the program. | | | | | | |
| c. Evaluation is followed by appropriate revisions and improvements. | | | | | | |

Comment:

| SECTION IV. SUPPORT FOR THE COUNSELOR EDUCATION PROGRAM, ADMINISTRATIVE RELATIONS AND INSTITUTIONAL RESOURCES | | | | | | |
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| 1. Administrative organization and procedures provide recognition of and designated responsibilities for a counselor education program. | | | | | | |
| a. The program is a clearly identified part of an institutional graduate program. | | | | | | |

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| (1) There is only one unit responsible for the preparation of school counselors. | | | | | | |
| (2) The program is oriented toward and administered through the unit responsible for graduate work in education. | | | | | | |
| b. Cooperative relationships exist between the counselor education program and other units of the institution related to the program. | | | | | | |
| (1) Contributions of other units to the program are defined. | | | | | | |
| (2) Channels of communication with staff members in other units are identified and maintained. | | | | | | |
| c. Use is made of a wide range of professional and community resources. | | | | | | |
| (1) Sound working relations exist with state department of education, public and private schools, community agencies, and professional organizations. | | | | | | |
| (2) Effective use is made of a wide variety of resource materials and personnel. | | | | | | |
| 2. The institution provides for the professional development of the staff as well as students in the counselor education program. | | | | | | |
| a. Staff members are active in professional leadership and research on a local, state, regional and national level. | | | | | | |
| b. Staff members are participating in voluntary professional service capacities. | | | | | | |
| c. Staff members engage in programs of research and contribute to the literature of the field. | | | | | | |
| d. The institution provides encouragement and financial support for the staff to participate in such professional activities. | | | | | | |
| e. The program exemplifies high professional standards in all relationships to students. | | | | | | |
| f. Students learn about and participate in the activities of professional organizations. | | | | | | |
| 3. The institution provides adequate faculty and staff for all aspects of the counselor education program. | | | | | | |

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| a. An individual is designated as the responsible professional leader of the counselor education program. | | | | | | |
| (1) This individual is an experienced counselor and possesses an earned doctorate from an accredited institution in counselor education, or a closely related area. | | | | | | |
| (2) This individual has a primary and preferably a full-time assignment to the counselor education program. | | | | | | |
| (3) This individual's other responsibilities are consistent with and supportive of his primary obligations to the program of counselor education. | | | | | | |
| (4) This individual is recognized for his leadership and service activities in the profession. | | | | | | |
| (5) This individual is qualified by preparation and experience to conduct or to supervise research activities. | | | | | | |
| b. A minimum basic staff includes the equivalent of at least three full-time qualified persons whose primary assignment is in counselor education, to insure staff depth to carry out curricular responsibilities of the professional studies and of the supervised practice and to provide program advisory service and supervision of research. | | | | | | |
| (1) In addition to the designated leader of the staff this includes at least the equivalent of two full-time faculty members with qualifications comparable to those of the chairman, or director, of the counselor education program. | | | | | | |
| (2) Additional basic staff members are provided in a ratio of approximately the equivalent of one full-time staff member for every eight full-time graduate students or their equivalent in part-time graduate students. | | | | | | |
| (3) The full-time teaching load of these staff members is consistent with that of other graduate departments in the institution. | | | | | | |

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| (4) This load is modified in proportion to assigned responsibilities for graduate advisement and research supervision on some formula which is consistent with established graduate school policy in the institution. | | | | | | |
| (5) Time is provided within the total work load for cooperative inter-disciplinary activity with staff members in related fields. | | | | | | |
| (6) The total work load of staff members includes a recognition of time needed for professional research. | | | | | | |
| c. Faculty in related disciplines are qualified in their respective areas and also are informed about the objectives of counselor education. | | | | | | |
| d. Off-campus school personnel who supervise counselor candidates are qualified through academic preparation and professional experience. | | | | | | |
| (1) A basic policy provides for the identification and recognition of these staff members as an integral part of the counselor education staff. | | | | | | |
| (2) Such staff members have two or more years of appropriate professional experience. | | | | | | |
| (3) These staff members have at least two years of graduate work in counselor education or have equivalent preparation developed through long-term service and professional activity. | | | | | | |
| e. Graduate assistantships are provided to reduce routine demands on staff and to provide additional experiences to students in the program. | | | | | | |
| (1) Regular procedures are established for the identification and assignment of qualified students to these assistantships. | | | | | | |
| (2) These assignments are made in such a way as to enrich the professional learning experiences of the graduate assistants. | | | | | | |

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| f. Adequate secretarial and clerical staff is provided in the counselor education program. | | | | | | |
| (1) Clerical responsibilities are defined and responsibility for supervision of clerical staff is clearly identified. | | | | | | |
| (2) A minimum of one full-time secretary is provided for the clerical work of the counselor education program. | | | | | | |
| (3) Additional clerical service is provided on a ratio of approximately one full-time clerical assistant for every three faculty members. | | | | | | |
| 4. For the counselor education program the institution provides facilities and a budget which are sufficient to insure continuous operation of all aspects of the program. | | | | | | |
| a. The institution provides a designated headquarters for the counselor education program. | | | | | | |
| (1) This headquarters is located near the classroom and laboratory facilities used in the counselor education program. | | | | | | |
| (2) The headquarters area includes well-equipped private offices for all professional staff members. | | | | | | |
| (3) The headquarters area includes office space for clerical staff and graduate assistants. | | | | | | |
| b. Practicum facilities are provided on and/or off campus in cooperating schools or other agencies. | | | | | | |
| (1) These facilities include an adequate number of counseling offices. | | | | | | |
| (2) Facilities are equipped with recording and listening devices for observation and supervision. | | | | | | |
| (3) One-way vision screens are located in such a way as to provide for observation by an individual or by a whole class. | | | | | | |
| (4) If the institution has closed-circuit television facilities, these are available to the program of counselor education. | | | | | | |

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| (5) Conference rooms are provided for tape analysis and small group conferences. | | | | | | |
| (6) Portable recorders are available in sufficient numbers. | | | | | | |
| (7) Seminar rooms are provided. | | | | | | |
| (8) Ample and appropriate audio-visual and demonstration materials are available for staff and student use. | | | | | | |
| (9) A variety of resource material is available for the demonstration and use of current information services in guidance. Included are files of educational and occupational information materials. | | | | | | |
| c. Library facilities provide a rich supply of resource materials for both research and study in counselor education. | | | | | | |
| (1) These include basic resources, both books and periodicals, in guidance, counseling, personality appraisal, psychology, sociology, economics and other related disciplines. | | | | | | |
| (2) Both current and historical materials are available. | | | | | | |
| (3) Library resources are available during both evening and weekend hours. | | | | | | |
| (4) Inter-library loans, microfilm and photocopy services are available. | | | | | | |
| (5) Multiple copies of frequently used publications are available. | | | | | | |
| d. Guidance and counseling center facilities are utilized on and/or off campus for the supervised experiences. | | | | | | |
| (1) Opportunities are provided for both observation and participation. | | | | | | |
| (2) These facilities provide for a broad variety of types and levels of experience and thus provide an understanding of a wide range of professional guidance and counseling activities both in and out of the school setting. | | | | | | |

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| e. Testing laboratory facilities are available. | | | | | | |
| (1) Files of tests and test interpretation data are available. | | | | | | |
| (2) Space for both group and individual testing is provided. | | | | | | |
| (3) Students have access to test scoring equipment. | | | | | | |
| f. Research facilities are available to both staff and students in counselor education. | | | | | | |
| (1) Facilities include offices and laboratories equipped to provide opportunities for collection, analysis and summary of data. | | | | | | |
| (2) Calculators are provided in these offices for research work. | | | | | | |
| (3) Consultant services are available from research specialists on the institution's staff. | | | | | | |
| (4) Access is provided to campus computer centers and other data-processing laboratories. | | | | | | |
| (5) Settings are provided in which research can be conducted, including campus laboratories and secondary schools which provide enabling relationships to student and staff in counselor education. | | | | | | |
| 5. The institution recognizes the individual needs of graduate students and provides services for personal as well as professional development. | | | | | | |
| a. Since full-time academic-year attendance is possible for most graduate students only if some form of financial assistance is available, every effort is made to develop appropriate assistantships and fellowships in counselor education. | | | | | | |
| (1) The counselor education program is assigned a proportionate share of the total number of graduate assistantships and fellowships provided. | | | | | | |
| (2) Part-time work opportunities appropriate for students in the program are identified and efforts are made to secure assignments for those desiring such assistance. | | | | | | |

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| (3) Loan resources are made available to students in counselor education. | | | | | | |
| (4) Prospective students are provided information about possible sources of financial assistance. | | | | | | |
| b. Personal counseling services are available to all counselor candidates. | | | | | | |
| (1) Available counselors are identified. | | | | | | |
| (2) This service is available from staff members other than the members of the counselor education staff. | | | | | | |
| (3) Patterns for referral are known to all staff members. | | | | | | |

Comment:

SUMMARY OF RATINGS AND COMMENTS: